

CLEVELAND EDUCATION SURVEY

**EDUCATIONAL
EXTENSION**

BY

CLARENCE ARTHUR PERRY

**ASSOCIATE DIRECTOR OF DEPARTMENT OF RECREATION
RUSSELL SAGE FOUNDATION**



**THE SURVEY COMMITTEE OF THE
CLEVELAND FOUNDATION
CLEVELAND • OHIO**

EDUCATIONAL EXTENSION

THE SURVEY COMMITTEE OF THE CLEVELAND FOUNDATION

Charles E. Adams, Chairman
Thomas G. Fitzsimons
Myrta L. Jones
Bascom Little
Victor W. Sincere

Arthur D. Baldwin, Secretary
James R. Garfield, Counsel
Allen T. Burns, Director

THE EDUCATIONAL SURVEY

Leonard P. Ayres, Director

CLEVELAND EDUCATION SURVEY

**EDUCATIONAL
EXTENSION**

BY

CLARENCE ARTHUR PERRY

**ASSOCIATE DIRECTOR OF DEPARTMENT OF RECREATION
RUSSELL SAGE FOUNDATION**



**THE SURVEY COMMITTEE OF THE
CLEVELAND FOUNDATION
CLEVELAND • OHIO**

COPYRIGHT, 1916, BY
THE SURVEY COMMITTEE OF THE
CLEVELAND FOUNDATION

WM. F. FELL CO. PRINTERS
PHILADELPHIA



FOREWORD

This report on "Educational Extension" is one of the 25 sections of the report of the Educational Survey of Cleveland conducted by the Survey Committee of the Cleveland Foundation in 1915. Twenty-three of these sections will be published as separate monographs. In addition there will be a larger volume giving a summary of the findings and recommendations relating to the regular work of the public schools, and a second similar volume giving the summary of those sections relating to industrial education. Copies of all these publications may be obtained from the Cleveland Foundation. They may also be obtained from the Division of Education of the Russell Sage Foundation, New York City. A complete list will be found in the back of this volume, together with prices.

TABLE OF CONTENTS

	PAGE
Foreword	5
List of Tables and Diagram	8
List of Illustrations	9
An Astonished Visitor	11
School Functions Grow Continually	16
A New Development Imminent in Cleveland	18
The Heart of a School System	19
Improvement—the Essence of Public Education	23
The Motive Behind State-supported Schools	24
Preparation for Citizenship	26
Civic Concern Back of Industrial Education	28
Efficiency in Educational Processes	32
The Formula of the Cleveland System	34
The Progress of Youth	34
The School Aims at Adulthood	37
The School and the Home	39
The School and the Street	48
Social Control through the Teen-age	52
The School Board and the Public	63
Plant Equipped for Wider Use	69
After-class Use of School Facilities	76
Considerable Evidence of Popular Demand	82
The Pressure of Administrative Difficulties	86
Beginning of the New Development	94
The Community-center Association	98
Club-life a Means of Self-development	103
Regulating Community Discussions	106
Administrative Control of Community Centers	108
Summary	113

LIST OF TABLES AND DIAGRAM

TABLE

PAGE

- | | |
|---|----|
| 1. Use of school auditoriums after dismissal of day classes during the period September, 1914, to August, 1915, inclusive | 78 |
| 2. After-school use of school gymnasiums during the period September, 1914, to August, 1915, inclusive | 81 |
| 3. Growth of after-school use of school facilities by neighborhood organizations | 85 |

DIAGRAM

- | | |
|--|----|
| 1. Environment of a minor during the principal periods of his growth | 35 |
|--|----|

LIST OF ILLUSTRATIONS

	FACING PAGE
The Eagle School—Cleveland's most intensively used educational plant. <i>Frontispiece.</i>	11
The Doan School mothers' club in Cleveland	43
New York young people in a school center	53
Debating club in a Brooklyn school center	56
A Boston school center	59
Club room in Cleveland's Mayflower School— now used for class work	70
Meeting of Italian mothers' club in a Milwaukee school	82
Lecture in the Marion School in Cleveland	89
The Community Center Association of a New York school	99
The Sumner Club of Cleveland	104

EDUCATIONAL ~~EXTENSION~~ EXTENSION

AN ASTONISHED VISITOR

Among the quiet intellectual delights there are few which afford keener enjoyment than that of witnessing the play of emotion upon the countenance of a person who is undergoing some novel and strange experience. Consider, for example, the pleasure there would be in resurrecting your great-grandfather and taking him, without warning, to a modern public school. How his wrinkled features would stretch, his eyes grow large, and his brow pucker up as he passed through its corridors and came into contact, one after another, with its bewildering activities! He would come with the vivid pictures of his own boyhood living in his memory. The low, shingled schoolhouse he attended—most of our forefathers, you know, lived in the country—its fragrant wood-bin, the whittle-scarred benches, and the gritty slates are all present to his senses. He remembers how in snow-time that single bare room contained examples of all the climates named in

his meager geography, ranging from the frigid zone near the windows to the equatorial belt around the cylindrical stove. The teacher was a thin personage of unimpeachable authority as respects ciphering, reading and spelling, but of whom he never thought of asking advice concerning plowing, planting, mending fences, or any other really practical matter. The moment school was over for the day he fled from it as from a prison and the yearly term seldom lasted more than the two or three winter months when the home folks could best spare him from the engrossing pursuits of the farm. Several such schoolhouses could have been stowed away in his father's granary without so much as lifting its roof. "Book-larnin'" might indeed be necessary for the minister and the lawyer, but farmers and carpenters could get along with very little, and the four or five plain-spoken, and none too learned, trustees upon whom the State imposed the obligation of maintaining a public school, consumed annually but a trifling number of hours and minutes in discharging their educational duties.

With some such mental background as this the venerable gentleman would approach the Eagle school of Cleveland, Ohio. Passing over his surprise at being led into such an immense building—one that towered high above all the

adjacent structures—we see him pausing before the open door of the dispensary where a young woman in a blue gown and a white cap is examining a little boy's back. She makes some notes in a book and then turns to the next child, who presents an arm with the sleeve rolled up. After a rapid examination the nurse applies a medicament and then puts on a bandage. As the old man looks slowly down the line of waiting children he becomes pale. He recollects the black and blue spots his teacher used to inflict with the birch. With pain in his voice he questions, "You hurt as many as that, do you? Your teachers must be mighty brutal!"

While explaining that corporal punishment is today forbidden by law and accidental wounds form only a minor part of the nurse's work, and that her main task, and that of the physician over her, is the business of discovering, and remedying, those defects of the throat, eye, ear and body which prevent the pupil from profiting by his schooling, you hurry your guest downstairs to the shower-room. The smell of towels, the sound of water mingled with boyish shouts, and the sight of little naked bodies all invade your elderly visitor's senses together, and their combined effect is that of shock—not enlightenment. There was nothing like that in his boyhood.

The club-room, but a few steps away, is next brought to his attention. He glances over the tables, the magazines, the pictures, and the signs of games and then turns to you with a slight tinge of impatience—"Where's your school? That's what I came to see." Turning about you conduct him down a few steps into the gymnasium. He sees the spacious room, its ropes, wands, dumb-bells, and leather-covered horse—but these things elicit no comment. Next comes the manual training room. The work-benches, the tools, the bits of incomplete furniture lying about do have a meaning for him and bring him out of his shell. "This ain't no school; this is a cabinet-maker's shop," he remarks defiantly.

Next you whisk him into the elevator and ascend to the top floor. Just around the corner you enter a large room which seems to have hardly any outer wall at all so exposed is it to the open air. All over the room there are little cot-like chairs, each one exhibiting a child, stretched out, well covered, generally somewhat wan and delicate of feature, but nevertheless cheerful and smiling. "What's the matter?" your visitor inquires in hushed tones. You take him outside and explain that those children have tendencies toward consumption which the school is endeavoring to overcome. "Well, I

call that noble!" and the old man's eye kindles as he says it.

"Not at all," you reply. "It's purely selfish. If we don't do this most of those children will die before they become of age and all the money spent on their education will have been wasted." With that you take him into the lunch-room, where a score of children are sitting at tables and receiving their mid-morning nourishment.

"But tell me," queries the old gentleman, "do these children live here?" While explaining how school-feeding came into practice you conduct your visitor down one flight of stairs to the model apartment. He passes through the living-room puzzled but silent. On entering the bedroom he remarks with an accent of satisfaction, "Oh, yes, this is where the teacher lives."

"No—here the children are taught how to keep house," you reply, and, opening the door of the kitchen laboratory, point to the elaborate equipment for culinary exercises. "See, here they learn how to cook."

"Well!" exclaims the old gentleman, unable to conceal his amazement, "don't these girls have any mothers?"

As you pass along the corridor you attempt, in a few words, to describe the changes which have taken place in the home since his day, but the blank expression upon his face shows how

little you are succeeding. An open classroom door attracts his attention and he looks in. The teacher sits at her desk in front; a pupil stands by her seat reading from a book that is held carefully in the right hand.

"Oh, yes," whispers the old man, beaming, "now we've reached the school. It's just the way it used to be."

"But," you interject, waving your hand overhead and around, "all of this is the school."

"What, the cabinet-shop, the—the shower-room, the sick-room, the eating-room, and the—the kitchen there—do you mean to tell me that they are all run by the same—by the school trustees?"

SCHOOL FUNCTIONS GROW CONTINUALLY

In the old gentleman's astonishment we have the emotion that all of us must feel when confronted by the marvelous expansion in public-school functions which has taken place during the last hundred years. The story of this extraordinary extension can be read in the history of every city and village school system in the land. Could we go about from place to place and study intimately the development of each local system we should unearth some wonderfully interesting and dramatic clashes between